

## **Measuring Aspirations and Participation: 2003 New Hampshire High School Senior Survey**

### **Executive Summary**

This report presents aggregated results from a survey conducted in May and June of 2003 that collected information on the backgrounds, educational aspirations, academic performance and opinions of 5,643 high school seniors from 47 public and 4 private high schools in New Hampshire. Launched as a pilot survey with 21 public high schools in 2002, the survey is the result of a collaboration between NH K-16 partners, and closely follows the Vermont Senior Survey that has been conducted since 1978.

The following findings were closely consistent with the 2002 Pilot Survey results. For a detailed comparison, 2002 results may be found at: <https://www.nhheaf.org/2002survey.pdf>.

- **High Aspirations:** 77% of public high school seniors and 97% of private high school seniors who responded to the survey indicated that they planned to attend a postsecondary education institution in the fall semester following graduation.
- **High level of satisfaction with high school experience:** Of the seniors surveyed, 88% from public schools and 97% from private schools reported being satisfied that their school provided a good education; 73% of public HS seniors and 86% of private HS seniors reported that their teachers challenged them to do their best work; and 64% of public HS seniors and 62% of private HS seniors reported satisfaction with the teaching of real life applications.
- **College-bound seniors made decisions about attending college at an early age:** 55% of public high school seniors and 80% of private high school seniors decided to attend college by the sixth grade. 57% of students who were not planning to attend college in the fall made that decision in either 11<sup>th</sup> or 12<sup>th</sup> grade.
- **Parents play a significant role in shaping their children's educational aspirations:** 85% of seniors who indicated their parents wanted them to attend a 4-year postsecondary institution reported that they planned to do so, while 62% of seniors who indicated that their parents wanted them to get a job responded that they planned to do so in the fall. Responding seniors who lived in two-parent households and/or households where one or more parent completed college were more likely than other seniors to be education bound in the fall.
- **Choice of majors and schools:** Health professions, business, and education continued to be among the top choices of programs for those students planning to attend a 2-year college. Health professions moved from third to second choice of program for those students planning to attend a 4-year institution.

The following findings are new to this year's report due to larger sample size:

- **Aspirations do not appear to be impacted by per pupil cost:** The percentage of public school students who planned to pursue higher education in the fall ranged from 77-79%, with the same percentage coming from schools which spent less than \$7,000 per pupil as those which spent more than \$8,000.
- **Gender differences are significant between males and females with respect to performance and educational aspirations.** In all subjects, female seniors reported earning higher grades than did male seniors. 83% of females and 71% of males planned to continue their education in the fall. Of those seniors planning to attend a four-year college, 60% were female, while only 48% were male.
- **Affordability:** The reasons education-bound seniors rated as most important in choosing the school they planned to attend were that the school offers the best education in the chosen field of study, that it is affordable, and that it has a good academic reputation. Affordability was a greater concern for students enrolled in public high schools (14%) than for students enrolled in private schools (10%). Cost was also one of the two top reasons for not attending their first choice school.

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## MEASURING ASPIRATIONS AND PARTICIPATION:

### 2003 NEW HAMPSHIRE HIGH SCHOOL SENIOR SURVEY

#### I. INTRODUCTION

This report, **Measuring Aspirations and Participation: the 2003 New Hampshire High School Senior Survey** presents findings from a survey conducted with graduating seniors at 47 public and 4 private high schools in New Hampshire in May and June, 2003. The survey was designed to assess the future educational aspirations and career plans of seniors and views about their high school experience. (See Methodology for a more complete description of the design of the survey.)

This research project has been conducted by the New Hampshire Partnership for the Advancement of Postsecondary Education Research (NH PAPER). NH PAPER consists of representatives from the:

- New Hampshire Community Technical College System
- New Hampshire Department of Education
- New Hampshire Forum on Higher Education
- New Hampshire Higher Education Assistance Foundation
- New Hampshire Postsecondary Education Commission
- University System of New Hampshire.

The 2003 survey is the second time this survey has been conducted. A pilot test of this project was conducted with graduating seniors from 21 New Hampshire high schools in 2002. NH PAPER has a goal of expanding this survey to all New Hampshire high school seniors in 2004. There were few significant differences in survey results between the 2002 pilot survey and 2003 survey. The private high schools included in this study were Bishop Guertin High School, Bishop Brady High School, Dublin School, and Trinity High School.

Because this survey does not represent a complete census of high school seniors in New Hampshire, or even a random sampling of seniors, these data should not be interpreted as representing the entire class of 2003. When NH seniors are referred to in this report, please remember that this refers only to those who participated in the survey, not all NH seniors.

## II. POSTSECONDARY EDUCATION ASPIRATIONS

### Seniors' Education Aspirations

New Hampshire seniors completing the survey have high aspirations for their future education. Most seniors say they plan to attend a four-year college in Fall 2003 (Table 2.1). In all, 77 percent of seniors from public schools and 97 percent of seniors from private schools surveyed plan to continue their education in Fall 2003. The 2002 Pilot Survey reported similar data for public high school students.

- The seniors surveyed from public schools have high educational aspirations – 9 percent said they plan to get an associate degree, 31 percent plan to get a bachelor's degree, 22 percent plan to get a master's degree, and 12 percent plan to get a doctorate or a professional degree (Table 2.2).
- Students attending private high schools were significantly more likely to say they planned to go to a four-year college in Fall 2003 (91%) than were students attending public high schools (54%).

**Table 2.1**  
Seniors' Education Aspirations

<b>Plans for Upcoming Fall</b>	<b>Seniors 2002</b>	<b>Public 2003</b>	<b>Private 2003</b>
Attend a 4-year College	58%	54%	91%
Attend a 2-year College	9%	10%	1%
Attend a 2-year College then transfer to another institution	6%	7%	3%
Attend Vocational, Technical, Business, or Trade School	5%	5%	1%
Attend prep school	<1%	1%	1%
<b>Subtotal of Students Pursuing Education in Fall</b>	<b>78%</b>	<b>77%</b>	<b>97%</b>
Join the Military	3%	4%	1%
Get a full-time job	10%	10%	1%
Start a business	1%	1%	0%
Become a full-time homemaker	1%	<1%	0%
Participate in a registered apprenticeship	<1%	<1%	0%
Join Americorps, VISTA, or other community service prog.	<1%	<1%	0%
Take time off, then decide	3%	3%	1%
Undecided	4%	5%	0%
	(N=2291)	(N=4781)	(N=333)
<b>Applied for Admission to a Postsecondary Institution?</b>			
Yes	76%	73%	97%
No	22%	24%	3%
Not sure	2%	3%	<1%
	(N=2272)	(N=4915)	(N=333)

**Table 2.2**  
Highest Education Level Seniors Plan to Complete

	<b>Seniors 2002</b>	<b>Public 2003</b>	<b>Private 2003</b>
H.S. Diploma	5%	6%	1%
Technical/Business/Trade 2-year degree	7%	7%	<1%
Associate degree	8%	9%	2%
Bachelor's degree	29%	31%	25%
Master's degree	26%	22%	40%
Doctorate/Professional degree	13%	12%	23%
Other	1%	2%	0%
Undecided	11%	11%	10%
	(N=2218)	(N=4841)	(N=334)

### Planned Postsecondary Education by Gender

Female seniors surveyed were more likely to say they planned to continue their education than were males (Table 2.3). Female seniors were also more likely to report they plan to attend a four-year college than were males.

**Table 2.3**  
Percent of Seniors who Plan to Continue their Education by Gender

	<b>Any Education</b>		<b>4-Year College</b>	
<b>Gender</b>	<b>2002</b>	<b>2003</b>	<b>2002</b>	<b>2003</b>
Male	72%	71%	52%	48%
Female	85%	83%	64%	60%

### Planned Postsecondary Education by Per Pupil Cost

There are few differences between public school seniors' education aspirations based on the amount their high school spends per pupil (Table 2.4).

**Table 2.4**  
Seniors' Education Aspirations by Per Pupil Cost – Public School Seniors Only

<b>Plans for Upcoming Fall</b>	<b>Under \$7,000</b>	<b>\$7,000 – \$8,000</b>	<b>More than \$8,000</b>
Attend a 4-year College	54%	53%	58%
Attend a 2-year College	10%	11%	9%
Attend a 2-year College then transfer to another institution	7%	8%	4%
Attend Voc., Tech., Business, or Trade School	5%	6%	5%
Attend prep school	1%	1%	1%
<b>Subtotal of Students Pursuing Education in Fall</b>	<b>77%</b>	<b>79%</b>	<b>77%</b>
Join the Military	4%	3%	4%
Get a full-time job	11%	9%	9%
Start a business	<1%	<1%	<1%
Become a full-time homemaker	<1%	<1%	<1%
Participate in a registered apprenticeship	<1%	<1%	<1%
Join Americorps, VISTA, or other community service prog.	<1%	<1%	0%
Take time off, then decide	3%	3%	3%
Undecided	5%	4%	5%
	(N=2188)	(N=1584)	(N=1009)

### Student Perceptions of their Parents' Plans for Seniors Future Education

Parents' plans for their children, as reported by students, were strongly related to the plans that seniors have for themselves (Table 2.5).

- Eighty-five percent of seniors from public high schools and 97 percent of seniors from private schools who indicated their parents want them to attend a four-year postsecondary institution also said they planned to attend such an institution.
- Sixty-two percent of seniors from public high schools who indicated their parents wanted them to get a job said they plan to get a full-time job.

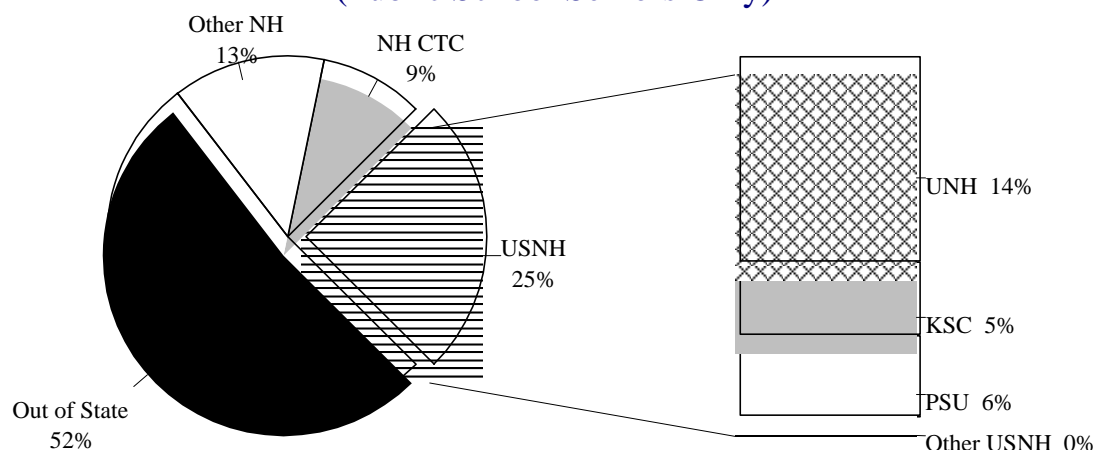
**Table 2.5**  
Parents' Education Plans for Their Children  
As Reported by Seniors

	<b>Seniors 2002</b>	<b>Public 2003</b>	<b>Private 2003</b>
Attend a 4-year College	56%	54%	85%
Attend a 2-year College	7%	8%	1%
Attend a 2-year College then transfer to another institution	5%	5%	1%
Attend prep school	1%	1%	1%
Attend Vocational, Technical, Business, or Trade School	3%	3%	<1%
<b>SUBTOTAL</b>	<b>72%</b>	<b>71%</b>	<b>88%</b>
Participate in a registered apprenticeship	<1%	<1%	0%
Join the Military	3%	3%	0%
Join Americorps, VISTA, other community service prog.	<1%	0%	0%
Start a business	0%	0%	0%
Get a full-time job	3%	3%	1%
<b>SUBTOTAL</b>	<b>7%</b>	<b>7%</b>	<b>1%</b>
Become a full-time homemaker	1%	<1%	0%
To do what I want to do	21%	21%	11%
Have no strong feelings	2%	2%	<1%
<b>SUBTOTAL</b>	<b>24%</b>	<b>23%</b>	<b>11%</b>

#### Institutions Seniors Plan to Attend

More than half of education-bound seniors in the survey who attended public schools plan to attend an institution outside of New Hampshire (Chart 2.1). Of those who plan to stay in-state, UNH is the most frequently named institution, named by 14 percent of education-bound seniors, followed by a NH Community Technical College campus, Keene State College, and Plymouth State University (Table 2.6).

**Chart 2.1: Institution Seniors Plan to Attend  
(Public School Seniors Only)**





**Table 2.6**  
Top Schools - All Education-Bound Seniors

<b>Institution</b>	<b>All Education-Bound Seniors</b>		
	<b>2002</b>	<b>Public 2003</b>	<b>Private 2003</b>
UNH	15%	14%	10%
NHCTC	10%	9%	1%
Plymouth State	3%	6%	5%
Keene State	6%	5%	4%
Other NH	12%	14%	6%
Out-of-state	53%	52%	74%

Most Important Reasons Seniors Chose Institution They Plan to Attend

The most important reasons education-bound seniors gave for choosing the school they plan to attend were that the school offers the best education in the seniors' field of study, that it is affordable, and that it has a good academic reputation (Table 2.7).

**Table 2.7**  
Most Important Reasons for Choosing Institution

<b>Reason</b>	<b>2002</b>	<b>Pub 2003</b>	<b>Prv 2003</b>
Offers best education in my field of study	39%	36%	33%
It is affordable	14%	14%	10%
Good academic reputation	11%	8%	20%
Graduates get good jobs	5%	5%	8%
School is the right size for me	5%	5%	8%
Far enough from home	3%	5%	2%
Reputation for social activities	1%	5%	2%
School is close to home	4%	4%	3%
I have already been admitted	4%	3%	3%
School offers unique education programs	4%	3%	5%
Friends like it	1%	3%	1%
Can get financial aid	2%	2%	2%
Athletics and extra-curricular activities	2%	2%	3%
Graduates get admitted to top grad schools	2%	2%	2%
My parents like it	1%	1%	1%
School counselor advised me to go there	1%	1%	0%
Religious affiliation	1%	1%	0%
Other reasons	1%	1%	0%
	(N=1673)	(N=3521)	(N=317)

Among education-bound seniors in the survey, 75 percent of seniors from public schools (68% from private) say they will attend their first choice school. The most important reasons for not attending their first choice were that they were not accepted (42% public, 60% private), and that it was too expensive (29% public, 22% private).

### Most Important Reasons for NOT Attending a New Hampshire Institution

Education-bound seniors in the survey from public schools were asked why they did not plan to attend a USNH Institution, a NH CTCS institution, or some other New Hampshire institution. The reasons given are consistent across all New Hampshire institutions (Table 2.8).

- The most frequently chosen reasons for not attending USNH were that another school had a better academic reputation, the senior wanted to attend a school out of state, that the senior's desired major was not offered, and that the location was not right.
- The most frequently chosen reasons for not attending NHCTCs were that another school had a better academic reputation, the senior's major was not offered, the senior wanted to attend a school out of state, and that the location was not right.
- The most frequently chosen reasons for not attending another NH institution were that another school had a better academic reputation, the senior wanted to attend a school out of state, that the location was not right, and that the senior's major was not offered.

**Table 2.8**

Most Important Reasons for NOT Choosing USNH or NH CTCS Institution  
Public School Seniors Only

Reason	Reason for not attending:					
	USNH		NH CTCS		Other NH	
	2002	2003	2002	2003	2002	2003
Other	27%	23%	29%	26%	30%	28%
Wanted to go out of state	14%	14%	12%	12%	13%	13%
Other school has better Academic reputation	18%	13%	19%	15%	16%	12%
Major was not offered	13%	12%	13%	12%	12%	11%
Not the right location for me	11%	10%	10%	10%	12%	11%
Not accepted	6%	8%	6%	6%	7%	7%
Too expensive	3%	8%	2%	8%	3%	9%
Not the right size for me	7%	6%	6%	7%	6%	6%
Got more financial aid at another school	2%	6%	3%	5%	2%	5%
	(N=1060)	(N=2298)	(N=1056)	(N=2197)	(N=1043)	(N=2223)

## Top Four-Year Programs of Study

Among public school seniors planning to attend a four-year institution, the most popular majors were business, education, health professions, and engineering (Table 2.9).

- Male seniors from public schools were most likely to prefer business, engineering, and computers and information technology.
- Female seniors from public schools were most likely to prefer health professions, business, education, psychology, biology and life sciences and visual and performing arts.

**Table 2.9**

Most Popular Four-Year Programs of Study by Gender  
Public School Seniors Only

Major / Program	All Ed. Bound		Male		Female	
	2002	2003	2002	2003	2002	2003
Business	14%	15%	19%	17%	11%	14%
Health Professions	8%	11%	4%	4%	10%	19%
Education	10%	9%	4%	3%	14%	13%
Engineering	5%	7%	10%	12%	2%	1%
Biology, Life Sciences	7%	6%	4%	3%	9%	5%
Visual / Performing Arts	7%	5%	7%	4%	7%	5%
Computers, Info. Tech.	4%	5%	8%	11%	1%	1%
Communications	4%	5%	3%	3%	6%	4%
Psychology	4%	5%	1%	2%	6%	6%
Social sciences, History	4%	3%	5%	2%	4%	2%

- Seniors in the survey from public schools who plan attend a four-year college in New Hampshire were somewhat more likely to say they plan to study business and education than were students who plan go to college outside the state (Table 2.10).

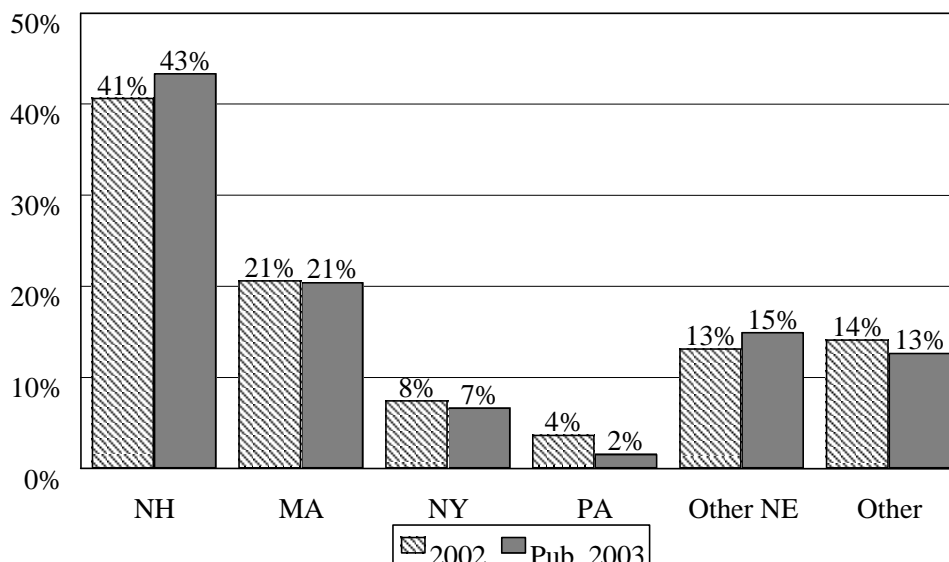
**Table 2.10**

Most Popular Four-Year Programs of Study by State  
Public School Seniors Only

Major / Program	In NH		Out of State	
	2002	2003	2002	2003
Business	17%	17%	12%	12%
Education	14%	14%	7%	6%
Health Professions	7%	8%	8%	12%
Engineering	5%	5%	6%	9%
Computers, Info. Tech.	5%	5%	3%	5%
Psychology	3%	5%	4%	4%
Biology, life sciences	4%	4%	9%	7%
Visual / Performing Arts	4%	4%	8%	6%
Communications	3%	4%	5%	5%
Social Sciences, History	3%	2%	5%	3%

Forty-three percent of seniors surveyed from public high schools, who are planning to attend a four-year college, plan to do so in New Hampshire and another 21 percent plan to attend a school in Massachusetts (Chart 2.2).

**Chart 2.2: State for Four-year Postsecondary Education  
(Public School Seniors Only)**



### Top Two-Year Programs of Study

Among surveyed public school seniors planning to attend a two-year institution, the most popular programs were health professions, business, and education (Table 2.11).

- Male seniors from public schools were most likely to prefer business, engineering, and computers and information technology.
- Female seniors from public schools were most likely to prefer health professions, business, and education.

**Table 2.11**  
**Most Popular Two-Year Programs of Study by Gender**  
**Public School Seniors Only**

Major / Program	All Ed. Bound		Male		Female	
	2002	2003	2002	2003	2002	2003
Health Professions	11%	18%	3%	4%	17%	19%
Business	18%	16%	19%	17%	17%	14%
Education	11%	9%	3%	3%	18%	13%
Computers, Info. Tech.	6%	7%	12%	11%	0%	1%
Mechanics, repairs	5%	4%	10%	5%	0%	0%
Protective services	9%	3%	12%	2%	7%	0%
Visual / Performing Arts	6%	3%	7%	4%	3%	5%
Engineering	3%	3%	6%	12%	0%	1%
Agriculture, Natural Resources	4%	2%	4%	2%	4%	1%
Consumer services	6%	1%	2%	1%	9%	0%

- Surveyed seniors who planned to attend a two-year postsecondary institution were more likely to choose to attend a New Hampshire college if they planned to major in education, and more likely to choose to attend an out-of-state college if they planned to major in engineering (Table 2.12).

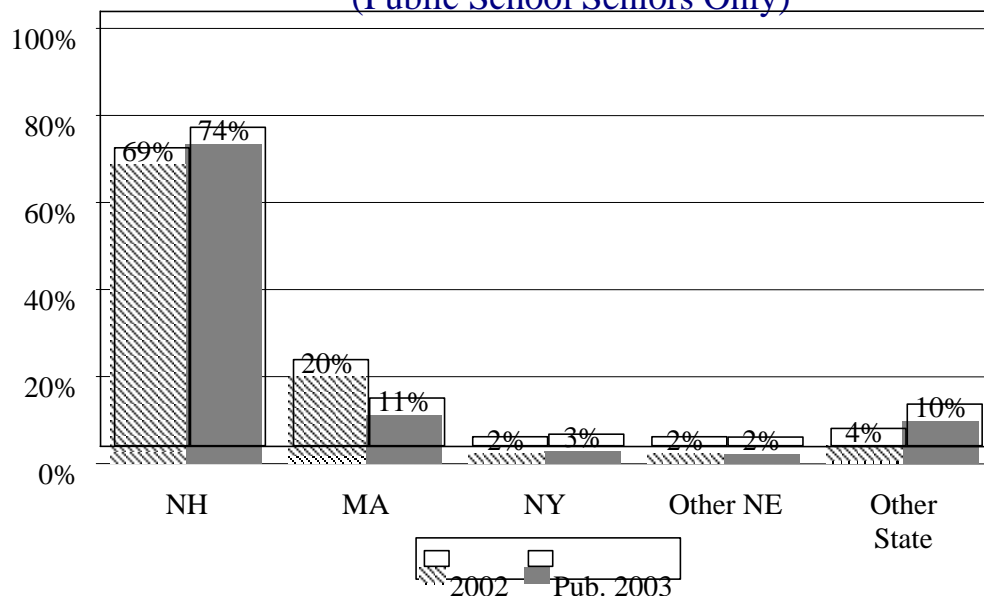
**Table 2.12**

Most Popular Two-Year Programs of Study by State  
Public School Seniors Only

Major / Program	In NH		Out of State	
	2002	2003	2002	2003
Business	16%	18%	20%	13%
Education	8%	12%	9%	6%
Health Professions	12%	10%	11%	12%
Computers, Info. Technology	8%	6%	3%	5%
Visual / performing arts	3%	4%	15%	6%
Engineering	3%	4%	1%	8%
Mechanics, repairs	7%	2%	10%	2%
Consumer services	6%	1%	5%	<1%
Protective services	9%	1%	4%	1%
Agriculture, natural resources	1%	1%	1%	2%

Almost three-quarters (74%) of public school seniors surveyed, who are planning to attend a two-year college, plan to stay in New Hampshire (Chart 2.3).

**Chart 2.3: State for Two-year Postsecondary Education  
(Public School Seniors Only)**



## Education as a Career

In the 2003 New Hampshire High School Senior Survey, 10 percent of students indicated that they planned to pursue an occupation in education, training or library sciences in the next ten years, down slightly from 12 percent in 2002. A new set of questions was added to the 2003 New Hampshire High School Senior Survey directed at students who did plan on a career in education. While most of these students did not have an immediate family member that was an educator (72%), 16 percent did have a mother who was an educator. Most students planning a career in education said they received their information about such a career from a high school counselor or teacher (57%) or their parents (41%). Of the various activities examined that involved supervising others, most students considering a career in education had experience as a babysitter (74%). Other activities included coaching sports, volunteering as a classroom aide and working as a camp counselor. (Table 2.13).

**Table 2.13**

Background Information for those Planning a Career in Education

<b>Immediate family members that are Educators</b>	<b>Of those Planning a Career in Education</b>
Mother	16%
Father	6%
Brother or Sister	7%
Grandmother or Grandfather	9%
None	72%
<b>From whom receive education career information</b>	
High school counselor/teachers	57%
Parents	41%
Vocational/technical program teachers	13%
Postsecondary admissions counselors	11%
Middle school counselor/teachers	10%
Elementary school counselors/teachers	6%
<b>Activities participated in</b>	
Babysitting	74%
Coached an organized team	24%
Volunteer as classroom aide in elementary school	22%
Worked as camp counselor	22%
Volunteer as classroom aide in high school	15%
Volunteer as classroom aide in middle school	9%

### Student Intentions to Live in NH

A new question was added to the 2003 New Hampshire High School Senior Survey to gauge the seniors' intent to live in New Hampshire after they have completed their education. Approximately half of students attending public schools, but less than one-third of students attending private schools, said they intend to live in New Hampshire after they have completed their education (Table 2.14).

**Table 2.14**

Percent of Seniors who Plan to Live in NH After Education

	<b>All Students</b>		<b>Education Bound</b>	
<b>Live in NH?</b>	<b>Public</b>	<b>Private</b>	<b>Public</b>	<b>Private</b>
Yes	48%	30%	45%	30%
No	52%	70%	55%	70%

### Grade in Which Education-Bound Seniors Decided to Continue Their Education

Education-bound seniors in the survey said they made early decisions to pursue a postsecondary education with the majority saying they made the decision in the sixth grade or earlier (55% public, 80% private) (Table 2.15). One-third of college-bound seniors from public schools and 11 percent from private schools said they waited until high school to make the decision to continue their education.

**Table 2.15**

Grade Education-Bound Seniors Decided to Continue Their Education

<b>Grade</b>	<b>2002</b>	<b>Public 2003</b>	<b>Private 2003</b>
Always known	20%	19%	29%
Sixth or earlier	40%	36%	51%
Seventh	3%	4%	4%
Eighth	7%	6%	6%
Ninth	10%	11%	5%
Tenth	6%	8%	3%
Eleventh	8%	8%	2%
Twelfth	7%	8%	1%
	(N=1837)	(N=3883)	(N=324)

- Most education-bound seniors reported first receiving information about postsecondary education in the ninth and tenth grades (47% public, 55% private). Most seniors believe the best time to receive this information is between the eighth and tenth grades.

- Education-bound seniors were most likely to receive postsecondary education information from their high school guidance counselor (73% public, 79% private), colleges (67% public, 82% private), parents (57% public, 76% private), and teachers (59% public, 55% private).
- Eighty-six percent of education-bound seniors from public schools and 83 percent from private schools said the information they accessed from computer programs or the Internet was “very helpful” or “somewhat helpful”. Similarly, 85 percent (84% from private schools) said information they received from their high school was “very helpful” or “somewhat helpful”.

### Grade in Which Seniors Decided Not to Continue Their Education

Surveyed seniors who do not plan to continue their education in Fall 2003 made the decision late in their high school years, in the eleventh and twelfth grades (Table 2.16).

**Table 2.16**

Grade Seniors Decided Not to Continue Their Education  
Public School Seniors Only

Grade	2002	2003
Sixth or earlier	7%	9%
Seventh	5%	4%
Eighth	7%	8%
Ninth	8%	10%
Tenth	12%	12%
Eleventh	20%	19%
Twelfth	41%	38%
	(N=534)	(N=1217)

- Sixty-two percent of surveyed seniors said they had considered pursuing further education some time after high school.



## Most Important Reasons Seniors Decided Not to Continue Their Education

Public high school seniors who chose not to continue their postsecondary education immediately after high school said the most important reasons were: they needed a break from school; they planned to join the military; they wanted or needed to support themselves; or they could not afford to continue their education (Table 2.17).

- Male seniors from public schools were significantly more likely to say they were joining the military than female seniors.
- Female seniors who attended public schools were significantly more likely to say they cannot afford to continue their education than male seniors.

**Table 2.17**

Reasons for Not Immediately Pursuing Higher Education by Gender  
Public Schools Seniors Only

Reason	All Career Bound		Male		Female	
	2002	2003	2002	2003	2002	2003
Needed a break from school	26%	21%	25%	20%	28%	23%
I am joining the military	12%	14%	17%	19%	3%	6%
I want/need to support myself	12%	13%	12%	12%	13%	13%
Can't afford to continue educ.	11%	12%	8%	8%	18%	15%
I am unsure of my plans/goals	10%	12%	7%	10%	14%	13%
Don't need educ. to get job I want	5%	7%	6%	10%	3%	6%
I can continue educ. in the future	5%	6%	5%	5%	5%	7%
My grades are too low	4%	6%	5%	7%	2%	4%
Plan to get married, start a family	4%	3%	3%	2%	6%	6%
I want to travel	4%	4%	4%	4%	3%	4%
Participated in an apprenticeship	2%	1%	2%	3%	0%	2%
Other*	6%	*	6%	*	5%	*
	(N=481)	(N=989)	(N=300)	(N=693)	(N=175)	(N=444)

\* "Other" not listed as an option in 2003 survey.

### III. FAMILY DATA

#### Seniors' Living Arrangements

Sixty-one percent of the seniors from public schools surveyed report living with both parents (Table 3.1).

- Nearly two-thirds (65%) of seniors surveyed who plan to continue their education report living with both parents, while half of the seniors who do not plan to continue their education (50%) report living with both parents.

**Table 3.1**  
Seniors' Living Arrangements and Seniors' Postsecondary Education Plans\*  
Public School Seniors Only

	<b>All Seniors</b>		<b>Education Bound</b>		<b>Career Bound</b>	
	<b>2002</b>	<b>2003</b>	<b>2002</b>	<b>2003</b>	<b>2002</b>	<b>2003</b>
Both Parents	63%	61%	66%	65%	53%	50%
Mother	23%	14%	22%	13%	26%	15%
Mother & Stepfather	*	11%	*	9%	*	14%
Father	6%	4%	6%	4%	8%	5%
Father & Stepmother	*	3%	*	3%	*	4%
Alternate b/w Parents	3%	2%	3%	2%	3%	3%
Grandparent/Other Rel.	1%	1%	1%	1%	2%	2%
Foster Parents	<1%	*	<1%	*	2%	*
Legal Guardian	1%	<1%	1%	<1%	1%	<1%
On Own	1%	3%	1%	1%	3%	5%
With Friends	1%	<1%	<1%	<1%	2%	<1%
Other	1%	<1%	1%	<1%	2%	<1%
	(N=2335)	(N=5130)	(N=1763)	(N=3561)	(N=572)	(N=1479)

\* In 2002, respondents could choose "mother" or "father". In 2003, respondents could choose "mother" or "mother & stepfather" and also "father" or "father & stepmother". Also, in 2002, respondents could choose between "foster parents" or "legal guardian". In 2003, these two choices were combined and the 2003 percentages for "foster parents or legal guardian" are reflected under "legal guardian".

#### Parental Employment

- Eighty-six percent of the seniors from public schools surveyed said their father works full-time, while 88 percent from private schools said their father works full-time.
- Sixty-nine percent of the seniors from public schools surveyed said their mother works full-time while 59 percent of seniors from private schools said their mother works full-time.

### Reported Parental Education

- More than half of the seniors surveyed from public schools said both their mother and their father have at least some college education.
- Seniors from public schools who plan to continue their education were significantly more likely to have parents with a college education than were seniors from public schools who do not plan to continue their education.

**Table 3.2**

Parental Education as Reported by Seniors and Seniors' Postsecondary Education Plans  
Public School Seniors Only

	<b>All Seniors</b>		<b>Education Bound</b>		<b>Career Bound</b>	
<b><i>Mothers</i></b>	<b>2002</b>	<b>2003</b>	<b>2002</b>	<b>2003</b>	<b>2002</b>	<b>2003</b>
Some high school or less	8%	8%	6%	6%	17%	14%
High school diploma	34%	35%	32%	32%	41%	44%
Some college/Associate deg.	27%	28%	27%	30%	26%	23%
Bachelor's degree	19%	19%	22%	21%	9%	13%
Advanced degree	11%	11%	13%	12%	7%	7%
	(N=2270)	(N=4912)	(N=1736)	(N=3541)	(N=534)	(N=1371)
<b><i>Fathers</i></b>	<b>2002</b>	<b>2003</b>	<b>2002</b>	<b>2003</b>	<b>2002</b>	<b>2003</b>
Some high school or less	9%	12%	6%	8%	18%	20%
High school diploma	32%	34%	30%	31%	39%	42%
Some college/Associate deg.	21%	23%	22%	25%	20%	19%
Bachelor's degree	22%	18%	24%	21%	14%	11%
Advanced degree	16%	13%	18%	15%	8%	8%
	(N=2194)	(N=4788)	(N=1685)	(N=3461)	(N=509)	(N=1327)

### Reported Family Income

Seniors were asked to report what they estimated their family's household income was for 2002. Public high school seniors who reported higher levels of household income were more likely to say they planned to continue their education (Table 3.3).

**Table 3.3**

Seniors' Postsecondary Plans and Student-reported 2002 Family Income  
Public School Seniors Only

	<b>All Seniors</b>		<b>Education Bound</b>		<b>Career Bound</b>	
	<b>2002</b>	<b>2003</b>	<b>2002</b>	<b>2003</b>	<b>2002</b>	<b>2003</b>
Less than \$25,000	11%	12%	9%	11%	16%	15%
\$25,000 to \$49,999	27%	27%	26%	25%	31%	34%
\$50,000 to \$74,999	29%	27%	28%	28%	30%	25%
\$75,000 to \$99,999	17%	19%	19%	21%	12%	14%
\$100,000 or more	16%	15%	18%	16%	11%	12%
	(N=2070)	(N=4541)	(N=1574)	(N=3278)	(N=496)	(N=1263)

## IV. HIGH SCHOOL DATA

### High School Program

Fifty-eight percent of the seniors surveyed from public schools said they were enrolled in a college preparatory program, 20 percent said they were enrolled in a vocational, technical, or business program, and 22 percent reported being enrolled in some other program (Table 4.1).

- Education-bound seniors surveyed from public schools were significantly more likely to be enrolled in a college preparatory program (68%) than seniors who were not education bound (32%).
- Almost nine in ten (89%) seniors surveyed from public schools enrolled in a college preparatory program said they plan to attend a postsecondary institution in Fall 2003 (97% for seniors surveyed from private schools).

**Table 4.1**  
High School Program by Postsecondary Education Plans  
Public School Seniors Only

	<b>All Seniors</b>		<b>Education Bound</b>		<b>Career Bound</b>	
	<b>2002</b>	<b>2003</b>	<b>2002</b>	<b>2003</b>	<b>2002</b>	<b>2003</b>
College Preparatory	62%	58%	72%	68%	32%	32%
Vocational/Tech./Business	18%	20%	14%	16%	29%	31%
Other	20%	22%	14%	16%	39%	38%
	(N=2316)	(N=5006)	(N=1752)	(N=3573)	(N=564)	(N=1433)

### Number of Years of Courses

Seniors were asked to report the number of years they have taken courses in several high school subjects.

- The seniors surveyed from public schools were most likely to have taken courses for four years in English and math (Table 4.2).
- A majority of the public and private high school seniors report having taken at least three years of sciences, social studies and history.
- Three-quarters of the seniors surveyed from public schools report having taken some business studies or vocational and technical courses, even though these courses are not required for graduation.
- Seniors who said they plan to continue their education in Fall 2003 reported taking significantly more years of courses in English, math, foreign languages, sciences, social studies and history, and the arts than career-bound seniors (Tables 4.3 and 4.4).

- Career-bound seniors reported taking more years of vocational and technical courses and computer courses than Education-bound seniors.

**Table 4.2**

Number of Years of Course by Subject  
Public School Seniors Only

	None		One-half		One		Two		Three		Four +		State Req.
Subject	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	
English	0%	0%	0%	0%	0%	0%	1%	1%	2%	2%	97%	97%	4 years
Math	0%	0%	0%	0%	2%	1%	11%	12%	27%	27%	60%	61%	2 years
Science	0%	0%	0%	0%	1%	2%	16%	17%	35%	35%	48%	46%	2 years
Soc. Stud./Hist.	0%	0%	0%	0%	2%	2%	18%	16%	44%	44%	36%	37%	2 years
Foreign Lang.	11%	13%	3%	3%	7%	9%	24%	22%	30%	31%	24%	22%	0 years
Arts & Music	9%	8%	13%	13%	25%	25%	20%	20%	11%	11%	22%	23%	½ year
Voc/Tech/Bus.	27%	25%	10%	9%	17%	16%	19%	19%	12%	13%	15%	19%	0 years
Computers	9%	14%	27%	25%	34%	33%	20%	19%	7%	6%	3%	5%	½ year
P.E., Health	1%	1%	3%	4%	35%	37%	42%	40%	11%	13%	8%	6%	1 ¼ yr.

**Table 4.3**

Number of Years of Course by Subject – Education-Bound Seniors  
Public School Seniors Only

	None		One-half		One		Two		Three		Four +		State Req.
Subject	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	
English	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	99%	98%	4 years
Math	0%	0%	0%	0%	1%	1%	8%	9%	25%	24%	66%	65%	2 years
Science	0%	0%	0%	0%	1%	1%	11%	11%	34%	34%	55%	53%	2 years
Soc. Stud./Hist.	0%	0%	0%	0%	2%	2%	16%	14%	44%	44%	37%	40%	2 years
Foreign Lang.	6%	8%	2%	2%	6%	6%	25%	23%	34%	35%	28%	26%	0 years
Arts & Music	8%	7%	13%	14%	24%	25%	19%	20%	11%	11%	24%	24%	½ year
Voc/Tech/Bus.	29%	27%	11%	10%	18%	16%	18%	18%	11%	12%	13%	17%	0 years
Computers	9%	15%	28%	26%	35%	33%	19%	18%	6%	5%	3%	4%	½ year
P.E., Health	0%	1%	3%	4%	36%	38%	44%	40%	10%	13%	6%	5%	1 ¼ yr.

**Table 4.4**

Number of Years of Course by Subject – Career-Bound Seniors  
Public School Seniors Only

	None		One-half		One		Two		Three		Four +		State Req.
Subject	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	
English	0%	1%	0%	0%	1%	1%	1%	1%	3%	3%	94%	95%	4 years
Math	0%	1%	0%	1%	4%	3%	19%	18%	34%	33%	43%	46%	2 years
Science	0%	0%	0%	1%	2%	3%	32%	29%	40%	38%	26%	29%	2 years
Soc. Stud./Hist.	0%	0%	1%	0%	3%	3%	24%	22%	42%	43%	30%	31%	2 years
Foreign Lang.	30%	28%	7%	6%	13%	15%	22%	22%	19%	20%	10%	10%	0 years
Arts & Music	13%	11%	11%	13%	26%	24%	21%	22%	11%	11%	18%	20%	½ year
Voc/Tech/Bus.	20%	18%	6%	5%	15%	15%	23%	20%	15%	15%	20%	27%	0 years
Computers	10%	12%	22%	22%	32%	35%	24%	20%	8%	6%	5%	6%	½ year
P.E., Health	1%	1%	5%	4%	31%	34%	36%	40%	15%	13%	13%	8%	1 ¼ yr.

**Table 4.5**

Number of Years of Course by Subject – Education-Bound Seniors  
Private School Seniors Only

Subject	None	One-half	One	Two	Three	Four +	State Req.
English	0%	0%	0%	0%	0%	100%	4 years
Math	0%	0%	<1%	2%	12%	85%	2 years
Science	0%	0%	1%	1%	20%	78%	2 years
Soc. Stud./Hist.	0%	0%	1%	12%	55%	32%	2 years
Foreign Lang.	0%	0%	1%	4%	51%	44%	0 years
Arts & Music	23%	8%	31%	21%	7%	8%	½ year
Voc/Tech/Bus.	71%	19%	6%	2%	0%	2%	0 years
Computers	1%	43%	37%	13%	4%	2%	½ year
P.E., Health	1%	26%	24%	22%	10%	19%	1 ¼ yr.

### Grade Point Average

New Hampshire seniors (public & private) reported getting “B”s in most subjects and “A”s in the arts and physical education. There is a direct correlation between the number of hours seniors report studying per week and their self-reported grade point average. Seniors who report studying more also report higher GPAs (Table 4.6).

**Table 4.6**

Self-reported Grade Point Averages & Hours of Study

Subject	All Seniors		Hours Study per Week											
			None		1 – 5		6 - 10		11 - 15		16 - 20		> 20	
	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv
Overall	3.1	3.3	2.9	3.4	3.1	3.2	3.3	3.3	3.4	3.4	3.5	3.6	3.4	3.6
English	3.0	3.2	2.7	3.3	3.0	3.0	3.2	3.1	3.3	3.4	3.4	3.5	3.3	3.5
Math	2.7	3.0	2.6	3.2	2.7	2.8	2.9	2.9	3.0	3.0	3.1	3.3	3.2	3.6
Science	2.9	3.1	2.7	3.0	2.9	2.9	3.1	3.1	3.3	3.2	3.2	3.4	3.4	3.5
Soc. Stud./Hist.	3.0	3.2	2.8	3.3	3.0	3.0	3.3	3.3	3.4	3.4	3.4	3.3	3.4	3.1
Foreign Lang.	2.8	3.1	2.5	3.0	2.8	2.9	3.0	3.2	3.3	3.2	3.4	3.7	3.3	3.7
Arts & Music	3.6	3.7	3.4	3.7	2.6	3.6	3.7	3.7	3.8	3.7	3.6	3.7	3.6	3.9
Voc./Tech./Bus.	3.3	3.4	3.1	3.7	3.3	3.2	3.5	3.5	3.5	3.6	3.4	3.5	3.3	2.8
Computers	3.4	3.5	3.2	3.6	3.4	3.5	3.6	3.5	3.7	3.6	3.5	3.8	3.5	3.5
P.E., Health	3.6	3.9	3.5	3.8	3.6	3.8	3.8	3.9	3.8	4.0	3.7	4.0	3.6	3.9

- Seniors who report that they got “A”s and “B”s were significantly more likely to report that they plan postsecondary education in Fall 2003 (Table 4.7).

**Table 4.7**  
Seniors' Education Plans by Self-reported Grade Point Average  
Public School Seniors Only

G.P.A.	Plans								HS GPA Distribution Class of:	
	4 Year College		2 Year/ Transfer		Voc./Tech School		No Immediate Plans			
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
A (3.6-4.0)	86%	83%	5%	5%	1%	1%	8%	11%	25%	24%
B (2.6-3.59)	55%	49%	16%	18%	6%	5%	23%	28%	58%	60%
C (1.6-2.59)	17%	11%	23%	22%	9%	9%	51%	58%	16%	15%
D or Below (0-1.59)	5%	9%	10%	16%	14%	9%	71%	66%	1%	1%

### Differences in Grade Point Average

- Female public high schools seniors reported significantly higher grade point averages in English, foreign languages, arts & music, business studies and computer studies than did male public schools seniors. Male public school seniors did not report higher grade point averages than female seniors in any subject.
- There were no consistent patterns of higher grade point average based on per pupil spending by schools.

### High School Instruction

Overall, seniors gave “excellent” or “satisfactory” ratings to the skills they were taught at their schools (Table 4.8). Twenty percent or less of public high school seniors surveyed rated the quality of instruction provided by their school as “excellent” in the following areas: communication; reasoning and problem solving; personal development; civic and social responsibility; science, math and technology; arts, language and literature; and, history and social sciences. Seniors from private high schools generally gave these skills a higher rating.

- Seniors from public schools believe their schools did the best job in the area of communication. Twenty percent of seniors rated the instruction as excellent and only 12 percent rated the instruction as unsatisfactory or that they were not taught these skills.
- Fifteen percent of seniors who attended public schools rated the instruction they received in the area of reasoning and problem solving as excellent and 20 percent rated this unsatisfactory or that they were not taught these skills.
- Instruction in reasoning and problem solving; arts, language and literature; and civic and social responsibility were rated lowest.

**Table 4.8**  
Seniors' Rating of High School Instruction

Area of Instruction		Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	Mean	
Communication	Pub	20%	69%	10%	2%	1.94	(N=5043)
	Prv	30%	62%	7%	6%	1.78	(N=336)
History & Social Sciences	Pub	16%	67%	15%	2%	2.03	(N=4984)
	Prv	15%	64%	18%	3%	2.08	(N=333)
Personal Development	Pub	16%	65%	16%	4%	2.07	(N=5017)
	Prv	22%	59%	15%	5%	2.02	(N=335)
Science, Math & Technology	Pub	16%	64%	18%	3%	2.06	(N=4967)
	Prv	24%	55%	19%	2%	2.00	(N=335)
Reasoning & Problem Solving	Pub	15%	65%	17%	3%	2.08	(N=5019)
	Prv	23%	62%	15%	1%	1.94	(N=336)
Arts, Language & Literature	Pub	16%	62%	20%	3%	2.08	(N=4967)
	Prv	19%	60%	20%	1%	2.03	(N=333)
Civic & Social Responsibility	Pub	18%	59%	18%	5%	2.10	(N=4979)
	Prv	20%	55%	17%	8%	2.15	(N=334)

- Female seniors who attended public high schools rated instruction of communication, personal development, and art, language and literature significantly higher than did male seniors from public high schools. However, male seniors from public schools rated the instruction they received in science, math and technology significantly higher than did female seniors from public high schools (Table 4.9).

**Table 4.9**  
Seniors' Rating of High School Instruction by Genders – 2003 Public School Seniors Only  
(Areas with Significant Differences)

Area of Instruction	Gender	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	
Communication $X^2 = 41.078, p=.000$	Male	17%	70%	12%	2%	(N=2341)
	Female	22%	68%	9%	1%	(N=2652)
Personal Development $X^2 = 23.988, p=.000$	Male	14%	66%	17%	4%	(N=2325)
	Female	18%	64%	15%	3%	(N=2639)
Science, Math & Technology $X^2 = 40.437, p=.000$	Male	19%	63%	15%	3%	(N=2303)
	Female	14%	64%	20%	2%	(N=2619)
Arts, Language & Literature $X^2 = 66.871, p=.000$	Male	13%	61%	22%	4%	(N=2294)
	Female	19%	62%	18%	1%	(N=2624)



- Public high school seniors who plan to continue their education after high school gave significantly higher ratings to their high school instruction in communication, reasoning and problem solving, personal development, science, math and technology, arts, language and literature, and history and social sciences than did public high school seniors with no immediate plans for postsecondary education (Table 4.10).

**Table 4.10**

Seniors' Rating of High School Instruction by Postsecondary Education Plans  
2003 Public Schools Seniors Only  
(Areas with Significant Differences)

Area of Instruction	PSE Plans?	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	
Communication	Yes	21%	69%	9%	1%	(N=3633)
$X^2 = 68.025, p=.000$	No	15%	69%	14%	3%	(N=1410)
Reasoning & Problem Solving	Yes	16%	66%	16%	2%	(N=3619)
$X^2 = 38.844, p=.000$	No	12%	64%	20%	4%	(N=1400)
Personal Development	Yes	17%	65%	15%	3%	(N=3622)
$X^2 = 21.929, p=.000$	No	13%	65%	18%	5%	(N=3622)
Civic & Social Responsibility	Yes	19%	59%	18%	5%	(N=3601)
$X^2 = 8.410, p=.038$	No	15%	61%	18%	6%	(N=1378)
Science, Math & Technology	Yes	17%	64%	17%	2%	(N=3596)
$X^2 = 28.503, p=.000$	No	13%	63%	21%	4%	(N=1371)
Art, Language & Literature	Yes	18%	62%	19%	2%	(N=3593)
$X^2 = 45.865, p=.000$	No	13%	61%	22%	4%	(N=1374)
History & Social Sciences	Yes	17%	67%	14%	2%	(N=3606)
$X^2 = 41.403, p=.000$	No	12%	67%	17%	4%	(N=1378)

- Seniors attending public schools that spend \$8,000 or more per pupil rated the instruction they received in: communications; reasoning and problem solving; personal development; science, math and technology; and history and social sciences higher than did seniors attending schools with lower levels of per pupil spending (Table 4.11). These differences are not large, but they are statistically significant.

**Table 4.11**

Seniors' Rating of High School Instruction by Per Pupil Spending  
2003 Public School Seniors Only  
(Areas with Significant Differences)

Area of Instruction	Per Pupil Spending	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	
Communications	< \$7K	18%	69%	11%	2%	(N=2309)
$X^2 = 15.543, p=.016$	\$7K - \$8K	20%	68%	10%	2%	(N=1675)
	> \$8K	21%	70%	8%	1%	(N=1059)
Reasoning & Problem Solving	< \$7K	13%	66%	18%	3%	(N=2300)
$X^2 = 26.295, p=.000$	\$7K - \$8K	16%	64%	18%	3%	(N=1665)
	> \$8K	18%	67%	14%	2%	(N=1054)
Personal Development	< \$7K	15%	64%	17%	4%	(N=2296)
$X^2 = 17.165, p=.009$	\$7K - \$8K	18%	64%	15%	4%	(N=1664)
	> \$8K	16%	68%	13%	3%	(N=1057)
Science, Math & Technology	< \$7K	15%	64%	18%	3%	(N=2269)
$X^2 = 20.069, p=.003$	\$7K - \$8K	16%	62%	19%	3%	(N=1648)
	> \$8K	19%	66%	14%	2%	(N=1050)
History & Social Sciences	< \$7K	15%	67%	16%	2%	(N=2273)
$X^2 = 14.898, p=.021$	\$7K - \$8K	16%	68%	13%	2%	(N=1656)
	> \$8K	18%	66%	15%	1%	(N=1055)

- Students attending private high schools gave significantly higher ratings to the quality of instruction only in the areas of communications, reasoning and problem solving, and science, math and technology (Table 4.12).

**Table 4.12**

Seniors' Rating of High School Instruction by Public vs. Private High School  
(Areas with Significant Differences)

Area of Instruction	Public or Private?	Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	
Communications	Public	20%	69%	10%	2%	(N=5043)
$X^2 = 24.292, p=.000$	Private	30%	62%	7%	1%	(N=336)
Reasoning & Problem Solving	Public	15%	65%	17%	3%	(N=5019)
$X^2 = 17.726, p=.001$	Private	23%	62%	15%	1%	(N=336)
Science, Math & Technology	Public	16%	64%	18%	3%	(N=4967)
$X^2 = 14.289, p=.003$	Private	24%	55%	19%	2%	(N=335)

### High School Experience

Seniors were asked to rate their high school on a number of factors related to the adults they interacted with, their classes, and their school environment.

- Seniors from public schools were most likely to agree that their school provided them a good education, that their school provided a safe environment for learning, that their teachers gave them a reasonable amount of work, that their teachers had a positive influence on them, that classes were taught in ways they could understand, and that they were taught how to be good team or group members (Table 4.13).
- All seniors were least likely to agree that school rules were fair and enforced consistently.
- Seniors who plan to continue their education in Fall 2003 and seniors with self-reporting "B" grade point averages or higher were more likely to agree with almost all of these statements about their schools than were seniors who had no immediate educational plans and seniors reporting "C" averages or below.

**Table 4.13**

Seniors' Rating of High School Experience  
(Percent who "agree" or "strongly agree")

High School Experience			Fall 2003 Planned Activities				Self-reported GPA			
	All Seniors		Continue Education		Other Activities		"B" or Better		"C" or Below	
	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv
School provided a good education	88%	97%	91%	98%	81%	93%	75%	82%	60%	58%
School provided safe environment for learning	87%	98%	89%	98%	82%	100%	89%	98%	79%	100%
Teachers gave reasonable amount of work	86%	86%	87%	87%	82%	69%	86%	86%	82%	89%
Teachers had a positive influence on me	83%	89%	85%	89%	77%	86%	86%	89%	69%	79%
Classes taught in ways I could understand	82%	82%	84%	90%	75%	87%	73%	72%	71%	66%
Taught how to be a good group/team member	83%	85%	85%	86%	76%	64%	85%	86%	73%	72%
Classes were usually interesting	78%	90%	76%	78%	66%	85%	85%	90%	65%	84%
Teachers challenged me to do my best work	74%	86%	76%	86%	69%	86%	76%	87%	62%	72%
Coaches had positive influence on me	72%	81%	76%	81%	63%	88%	75%	82%	59%	71%
School provided guidance to reach goals	72%	81%	76%	82%	64%	60%	71%	75%	62%	60%
Guidance counselor had positive influence on me	72%	70%	74%	70%	68%	64%	73%	72%	69%	50%
Administrators had positive influence on me	65%	68%	67%	68%	60%	71%	67%	68%	58%	68%
Taught how things I learn apply to real life	64%	62%	65%	63%	61%	47%	65%	64%	58%	37%
School rules are fair	53%	53%	56%	52%	45%	71%	56%	53%	40%	45%
School rules are enforced fairly & consistently	43%	43%	44%	43%	42%	28%	44%	43%	39%	42%

## Extra-Curricular Activities

Surveyed seniors averaged three extra-curricular activities during their years in high school. The activities most frequently engaged in were athletics, hobbies, volunteer work, and school clubs and committees (Table 4.14). Seniors reported spending an average of six to ten hours per week engaged in extra-curricular activities during their senior year.

**Table 4.14**

Extra-curricular Activities  
(Multiple Responses Possible)

Extra-curricular Activity	Percent Participating		
	2002	Public 2003	Private 2003
Athletics	20%	20%	22%
Hobbies	17%	17%	16%
Volunteer work	13%	12%	16%
School clubs, committees	12%	12%	13%
Band, chorus, orchestra	8%	9%	5%
Honor society	8%	7%	9%
Church groups	6%	6%	7%
Theater, drama, dance	6%	6%	5%
Non-school clubs	5%	6%	5%
Student government	4%	4%	4%
ROTC	1%	1%	<1%

There are strong correlations between the number of extra-curricular activities surveyed seniors engaged in during their years in high school with both their self-reported grade point average and their plans for attending postsecondary education (Table 4.15).

- Public school seniors who have educational plans for Fall 2003 reported participating in an average of 3.5 extra-curricular activities compared to 2.0 for seniors who reported no educational plans (3.9 to 1.9 for seniors from private schools).
- Seniors who reported higher grade point averages also reported participating in significantly more extra-curricular activities than did seniors who reported lower GPAs.

**Table 4.15**

Extra-curricular Activities by Self-reported GPA and Education Plans

	Average Number of Extra-Curricular Activities		
	2002	Public 2003	Private 2003
Education plans for Fall 2003	3.5	3.5	3.9
No education plans	1.9	2.0	1.9
"A" GPA	4.8	4.7	4.8
"B" GPA	3.0	2.9	3.6
"C" GPA	1.6	1.7	2.7
"D" or lower GPA	1.5	1.6	3.9

## Work Experience During High School

The great majority of New Hampshire high school seniors in the survey – 91 percent from public and 87 percent from private schools – reported that they worked at a paid job during their high school years. Another 51 percent from public schools (73% private) reported that they did volunteer work during their high school years. Seniors surveyed worked, on average, between 11 and 20 hours per week.

- Seniors who worked between 1 and 20 hours per week reported higher than average GPAs. Students who did not work and seniors who worked between 21 and 30 hours per week reported average GPAs, and seniors who worked more than 30 hours per week reported less than average GPAs (Table 4.16).
- Seniors from public schools with no immediate plans for further education were more likely to report working heavy hours (more than 20 hours per week) than were education-bound seniors.

**Table 4.16**

Self-reported GPA by Hours Worked per Week During Senior Year

Hours Worked Per Week	All Seniors				Education Plans			
	GPA		Percent		Education Bound		Non-education Bound	
	Pub	Prv	Pub	Prv	Pub	Prv	Pub	Prv
None	3.1	3.4	9%	13%	9%	13%	10%	14%
1 to 10 hrs.	3.3	3.4	22%	38%	25%	38%	16%	29%
11 to 20 hrs.	3.2	3.3	36%	32%	38%	31%	29%	50%
21 to 30 hrs.	3.0	3.1	24%	13%	22%	13%	31%	7%
31 to 40 hrs.	2.9	3.2	7%	3%	6%	3%	10%	0%
> 40 hrs.	2.9	2.8	3%	1%	2%	1%	5%	0%
			(N=4965)	(N=334)	(N=3614)	(N=320)	(N=1351)	(N=14)

- Most public school seniors surveyed who worked (59%) believe that it had no effect on their school performance, 16 percent believe it enhanced their school performance, 19 percent believe work interfered with their school performance, and 6 percent did not participate in either paid or volunteer work (Table 4.17).

**Table 4.17**

Seniors' Perception of Impact of Job on School Performance – Public School Seniors Only

Impact	All Seniors		Education Bound		Non-education Bound	
	2002	2003	2002	2003	2002	2003
Enhanced school performance	17%	16%	18%	18%	14%	12%
Interfered with school performance	20%	19%	19%	19%	23%	20%
No effect on school performance	57%	59%	58%	59%	55%	58%
Did not work	6%	6%	5%	5%	9%	10%
	(N=2246)	(N=4855)	(N=1728)	(N=3551)	(N=518)	(N=1304)

### Access to and Use of Computers

New Hampshire seniors in the survey reported considerable use of computers at home. The majority of seniors use their computers at home between 1 and 5 hours a week (Table 4.18). Education-bound seniors reported significantly more hours using a computer at home than did non-education-bound seniors.

**Table 4.18**

Computer Use at Home  
Public School Seniors Only

Hrs. / Week	All Seniors		Education Bound		Non-education Bound	
	2002	2003	2002	2003	2002	2003
None	5%	4%	3%	2%	10%	9%
1 to 5 hrs.	40%	39%	40%	37%	40%	43%
6 to 10 hrs.	26%	25%	28%	26%	23%	22%
11 to 15 hrs.	13%	13%	13%	15%	13%	10%
16 to 20 hrs.	6%	7%	7%	8%	6%	6%
> 20 hrs.	9%	12%	9%	12%	8%	11%
	(N=2330)	(N=5066)	(N=1728)	(N=3632)	(N=566)	(N=1434)

The kinds of software most frequently used by seniors were Internet and e-mail (87% public, 95% private), word processing (74% public, 92% private), and games (58% public, 62% private).

## V. PROFILE OF CAREER-BOUND & EDUCATION-BOUND SENIORS

### Career and Postsecondary Information

- More than half of career-bound seniors surveyed said they first received information about pursuing a career in the tenth grade or earlier. They also reported that this was the appropriate time to receive career information.
- Career-bound seniors received career information most often from their guidance counselor (50% public, 82% private), high school teacher (41% public, 82% private), and their parents (34% public, 82% private).

The Internet is seen to be a valuable source of career information by career-bound seniors.

Seventy-one percent of public school seniors (80% private) said the Internet was a “very helpful” or “somewhat helpful” source of information, while 69 percent of public school seniors and 73 percent of private school seniors said the information they received from their high school was “very helpful” or “somewhat helpful”.

### Future Education Plans of Career-Bound Seniors

Most career-bound seniors surveyed reported plans to pursue further education in the future, although not immediately after high school (Table 5.1).

- Female public school career-bound seniors were more likely to report future plans to attend both two-year and four-year colleges. Male seniors from public high schools were significantly more likely to report plans to enroll in military training programs than female seniors.

**Table 5.1**

Future Education Plans by Gender  
Public School Seniors Only

Future Education Plan	All Career-Bound		Male		Female	
	2002	2003	2002	2003	2002	2003
Undecided	30%	33%	27%	27%	34%	29%
Attend 4-year college	23%	20%	23%	22%	25%	27%
Attend 2-year college	16%	13%	15%	15%	16%	19%
Training at technical, business, or trade school	10%	11%	10%	11%	12%	12%
Enroll in military training program	9%	9%	12%	11%	4%	3%
Don't plan to continue educ.	4%	6%	4%	5%	5%	5%
Obtain on-the-job training	5%	5%	6%	5%	3%	3%
Apprenticeship, internship	3%	3%	3%	4%	2%	2%
	(N=511)	(N=988)	(N=310)	(N=705)	(N=168)	(N=705)



### Occupation Plans

- Fifty-eight percent of career-bound seniors from public schools said they have a full-time job lined up after they graduate, 18 percent have a part-time job lined up while 24 percent said they do not have a job lined up.
- More than half (54%) of the career-bound seniors from public high schools surveyed expect to earn less than \$12 per hour (approximately \$24,000 annually), 27 percent expect to earn more than \$12 per hour, and 19 percent are unsure what they will earn.
- Forty-nine percent of career-bound public high school seniors reported that they learned job skills from paid work experience (23%) or from a family member (16%).
- The most frequently mentioned types of occupations career-bound public high school seniors plan to have in Fall 2003 were the military (19%), sales (8%), construction and extraction (7%), arts, design, entertainment, sports or media (6%), and food preparation (6%).
- The most frequently mentioned occupations career-bound seniors from public high schools plan to have in 10 years were arts, design, entertainment, sports and media (13%), the military (8%), and healthcare (7%). Twenty-nine percent say they were undecided about their career plans 10 years from now.

### Differences Between Education-Bound and Career-Bound Seniors

There were several important differences between education-bound and career-bound seniors in the survey.

- Sixty-eight percent of education-bound seniors (from public high schools) attended a college preparatory program in high school compared to 32 percent of career-bound seniors.
- Nearly two-thirds (65%) of education-bound seniors (from public high schools) in the survey reported 2002 family incomes of \$50,000 or more compared with 51 percent of career-bound seniors (from public schools).
- Over two-thirds (69%) of education-bound seniors from public high schools reported a parent with a postsecondary education compared to 39 percent of career-bound seniors (from public high schools).
- Nearly two-thirds (65%) of education-bound public high school seniors live with both parents compared to 50 percent of career-bound seniors.

- Education-bound seniors from public high schools were more likely to report that their parents expect them to continue their education than were career-bound seniors. Almost two-thirds (65%) of education-bound public high school seniors said their parents expect them to attend a four-year college compared with only 18 percent of parents of career-bound public high school seniors.

### Profile of Education-Bound Seniors

A typical senior in the survey who planned to pursue postsecondary education:

- Was enrolled in a college preparatory program in high school
- Lived with both parents
- Reported at least a “B” average
- Worked 20 or fewer hours per week during their senior year
- Made the decision to continue their education in the sixth grade or earlier
- Planned to obtain a Bachelor’s or Master’s degree
- Was more likely to plan to attend an institution outside of New Hampshire than inside New Hampshire
- Planned to major in business, education, or health
- Planned to attend college full-time
- Planned to work in the arts, design, entertainment, sports or media, in health care, or in business or finance in 10 years

### Profile of Career-Bound Seniors

A typical senior in the survey who planned to pursue activities other than education:

- Reported a “B” average
- Worked 30 hours per week or less during their senior year
- Planned to work full-time after graduation and earn between \$6 and \$12 per hour.
- Made the decision not to continue their education in the twelfth grade
- Decided not to continue their education because they needed a break from school
- Reported parents with a high school degree or less
- Plan to continue their education at some time in the future

## **VI. VOCATIONAL TECHNICAL CENTER SENIORS**

Seniors who attended a Vocational Technical Center were asked to answer several questions about their experiences there. Nineteen percent of the students who completed the 2003 survey reported that they had attended a Vocational Technical Center. The centers these seniors reported most often attending were, Salem High School Vocational Center (14%), Creteau Regional Technology Center – Rochester (9%), J. Oliva Huot Technical Center – Laconia (9%), Nashua Senior High (7%), and Manchester School of Technology (7%).

### Information About Technical Center Opportunities

- Over half of the seniors who reported attending a Vocational Technical Center (55%) said they were first informed about the opportunities available there in the 9<sup>th</sup> grade or earlier, while another 32 percent said they were first informed in the 10<sup>th</sup> grade.
- These seniors were informed about the centers infrequently between grades 7 and 11. Fifty-four percent said they were presented information about their regional Vocational Technical Center only one or two times and another 15 percent said they received information about their regional center three times.

### Participation in Technical Student Organizations

Two-thirds of the seniors surveyed that reported attending a Vocational Technical Center (68%) said they participated in a Technical Student Organization. Of those who did, two-thirds (67%) reported that the skills they learned there helped them in their area of technical skill development.

## Student Evaluation of Vocational Technical Center

Seniors who reported attending a Vocational Technical Center were asked if they agreed or disagreed with several statements about their experiences (Table 6.1).

- Seniors who reported attending a Vocational Technical Center strongly agreed that they received significant technical skills training, that their classes have usually been interesting, and that their technical education will help them get a job.
- These seniors are somewhat less likely to agree that they will be working in a field related to their technical program in the next 6 months.

**Table 6.1**

Evaluation of Vocational Technical Education -- Public School Seniors Only  
(Seniors who Reported Attending a Vocational Technical Center)

		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree/ Strongly Disagree</b>	<b>(N=)</b>
Provided significant technical skill training	<b>2002</b>	54%	37%	9%	(253)
	<b>2003</b>	52%	38%	10%	(1019)
Classes have usually been interesting	<b>2002</b>	51%	40%	9%	(248)
	<b>2003</b>	46%	41%	13%	(1014)
Technical education will help me get a job	<b>2002</b>	47%	40%	13%	(248)
	<b>2003</b>	45%	39%	16%	(1003)
Provided support to be successful in applied academics	<b>2002</b>	40%	47%	13%	(251)
	<b>2003</b>	43%	42%	15%	(1012)
Tech education will help me go to postsecondary education or training	<b>2002</b>	44%	41%	15%	(245)
	<b>2003</b>	42%	41%	18%	(1000)
Tech education will support transition to postsecondary/training	<b>2002</b>	42%	42%	16%	(249)
	<b>2003</b>	41%	41%	18%	(994)
Tech education will support transition from high school to career	<b>2002</b>	41%	43%	16%	(251)
	<b>2003</b>	43%	39%	18%	(1002)
I will be working in field related to tech program in 6 months	<b>2002</b>	41%	37%	22%	(246)
	<b>2003</b>	40%	34%	26%	(979)

# **APPENDIX A:**

## **SURVEY METHODOLOGY**

## METHODOLOGY

The 2003 New Hampshire High School Senior Survey is a survey of seniors in 47 New Hampshire public high schools and four private high schools. A survey of all public high school seniors is planned for the Class of 2004.

The design of this research closely follows the Vermont Senior Survey conducted by the Vermont Student Assistance Corporation (VSAC). VSAC's assistance and advice has been invaluable in conducting this project.

Forty-seven public high schools in New Hampshire (three-fifths of all New Hampshire public high schools) participated in the survey, representing approximately one-third of all seniors in the Class of 2003 (four private high schools also participated). Although a broad range of schools participated in the survey, in terms of size, location, and per-pupil spending, care should be taken in examining results of the survey. **This report discusses only seniors in the Class of 2003 attending one of the 47 public high schools and four private high schools (Bishop Guertin High School, Bishop Brady High School, Dublin School, & Trinity High School) participating in the survey and should not be used to generalize to all New Hampshire public high school seniors in the Class of 2003.**

Each school that participated in the survey chose a time in late May or June 2003 to conduct the survey. Survey questionnaires, instruction sheets, pencils, and postage paid return envelopes were mailed to each school in advance of the survey date. Each school chose the time and place to conduct the survey. Seniors were not required to complete the survey, but were encouraged to do so. Completed surveys were scanned by Measured Progress of Dover, NH, and data were tabulated by the University of New Hampshire Survey Center.

A total of 5,643 seniors completed and returned surveys out of a possible 8,179 eligible seniors at participating schools. The response rate to the survey was 69 percent.

Please contact Mariane Gfroerer at the New Hampshire Department of Education or Andrew Smith at the University of New Hampshire Survey Center if you have additional questions about the methodology or the data contained in this report.

## Participating Schools

### **NORTH COUNTRY**

GORHAM H.S.  
GROVETON H.S.  
LIN-WOOD H.S.  
LISBON H.S.  
LITTLETON H.S.  
STRATFORD H.S.  
WHITE MTN REGIONAL  
WOODSVILLE H.S.

### **LAKES REGION**

BELMONT H.S.  
FRANKLIN H.S.  
INTER LAKES H.S.  
KINGSWOOD REGIONAL  
LACONIA H.S.  
MASCOMA VALLEY REGIONAL H.S.  
MERRIMACK VALLEY REGIONAL H.S.  
NUTE H.S.  
PITTSFIELD H.S.  
WINNISQUAM REGIONAL H.S.

### **SOUTH WEST**

FALL MTN REGION H.S.  
HILLSBORO DEERING H.S.  
HINSDALE H.S.  
HOPKINTON H.S.  
KEARSARGE REGIONAL H.S.  
KEENE H.S.  
MONADNOCK REGIONAL H.S.  
NEWPORT H.S.  
THAYER H.S.  
STEVENS H.S.

### **SOUTH CENTRAL**

ALVIRNE H.S.  
BOW H.S.  
HOLLIS-BROOKLINE H.S.  
MANCHESTER WEST H.S.  
MASCENIC REGIONAL H.S.  
MILFORD H.S.  
NASHUA H.S. NORTH  
PELHAM H.S.  
RAYMOND H.S.  
SALEM H.S.

### **SOUTH EAST**

DOVER H.S.  
EPPING H.S.  
FARMINGTON H.S.  
NEWMARKET H.S.  
OYSTER RIVER H.S.  
SANBORN REGIONAL H.S.  
SOMERSWORTH H.S.  
SPAULDING H.S.  
TIMBERLANE H.S.

### **PRIVATE SCHOOLS**

BISHOP BRADY H.S.  
BISHOP GUERTIN H.S.  
DUBLIN SCHOOL  
TRINITY H.S.

## **APPENDIX B:**

## **QUESTIONNAIRE**